

Monday, September 10, 2012

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Will Matthew Hancock be an action man?

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John Hayes leaves FE



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SFA funding research fails to attract any bids

Chris Henwood

@chris_henwood

The Skills Funding Agency has failed to attract a single bid on its tender for research into a new payments regime for adult learning, *FE Week* can exclusively reveal.

Fourteen research firms had been invited to bid for the work, but not one had gone for it as the deadline ticked by at noon on Monday last week.

The agency had been looking to go back to the drawing board following its own investigation into uniform funding for functional skills English and maths earlier this year.

But with less than a year to go before the new system is in place, an agency spokesperson said they would "continue to undertake the necessary analysis and research".

Bidding contractors had been set a 33-day timescale in which to carry out at least 70 interviews with industry insiders, including college heads and teachers and stakeholder organisations.

The report was also to have been produced - with conclusions and recommendations.

The tender invite itself read: "Please be clear of any significant milestones in the project and how long the project would take from commissioning to completion."

The move to commission a report on the new funding system comes less than three months after the agency announced the payment rates following its own investigation with the Funding External Technical Advisory Group.

The agency said English and maths qualifications would be funded at a base rate of £336, with

a 1.3 Programme Weighting Factor boosting the amount for entry level maths to £437.

However, an agency spokesperson said at the time the figures could be "revisited".

That "revisit" looked to be taking place with the research tender in which the winning contractor would have expected to be notified they had got the job by Wednesday, September 10.

The tender called for the successful bidder to have identified people to interview by September 24 before handing in the final report on October 26.

But, said an agency spokesperson: "No bids were received for this project.

"The agency is working to ensure that funding rates set, as part of its new simplified approach, is representative of the delivery require-

ments for functional skills and will continue to undertake the necessary analysis and research to inform these decisions."

They added: "The agency and its advisory group confirmed in June that it would continue to explore whether the current cohort data is representative of the delivery requirements for functional skills.

"The research tendered, as agreed by BIS, the agency and its technical advisory group, is part of this further work.

"It was tendered to a range of specialist research organisations through the BIS research and evaluation framework agreement.

"This project was released through the framework on 16 August to all framework contractors in category two: economic and econometric forecasting analysis, of which there are 14."

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Top Hancock tweets:



Matthew Hancock (@matthancockmp) – Home at end of first day in new job. Thx for all the messages. Hugely looking forward to getting stuck in



Lynne Sedgmore (@157lynne) – “we will do more” good to hear alongside colleges doing “excellent work” @157Group keen to host you in our 27 colleges



Creative Skillset (@skillsetssc) – Creative Skillset welcomes @matthancockMP to his new role, bringing together the business and education agendas to support growth



Mark Collyer (@mark_collyer) – Ah, a new minister - you'll be shipped out like a legit #LondonMet student soon enough. Then perhaps you'll have some empathy



Dave Blackwell (@qprdave123) – All we ask of you is a) Tell the truth b) Not keep using “It's their fault over there”. Getting a bit old now!

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Comparison website costs soar to more than £30m

Holly Welham

@HollyWelham

Developing Framework for Excellence (now called FE Choices) has cost more than £30 million, *FE Week* can reveal.

The website, (below) which is the responsibility of the Skills Funding Agency (SFA), has cost an average of £4 million a year since its 2005 launch, peaking at £7 million in 2008/09.

It was launched in January, but the figures take into account development costs and the site's predecessors.

An agency response to an *FE Week* request under the Freedom of Information Act read: “We have undertaken searches and identified that the total expenditure relating to the development of FE Choices and its predecessors

for the past seven financial years commencing April 1, 2005, is £30.097 million.”

In June, the website, which compares the performance of providers, was heavily criticised by unions and the Taxpayers' Alliance.

Emma Boon, campaign director at the alliance, branded the website “pointless” after an initial Freedom of Information request by *FE Week* showed it received, on average, 1,246 individual visitors a month.

However, an agency spokesman defended the website, saying it had no marketing budget and it remained a work in progress.

“We are constantly working to improve the information and accessibility to the site and reviewing costs to ensure maximum value for money,” they said.

“For example, we recently linked FE Choices to the Course Directory on the National Ca-

reers Service website.”

The Department for Business Innovation and Skills and the agency have also developed “a communication strategy” that should be in place this autumn.

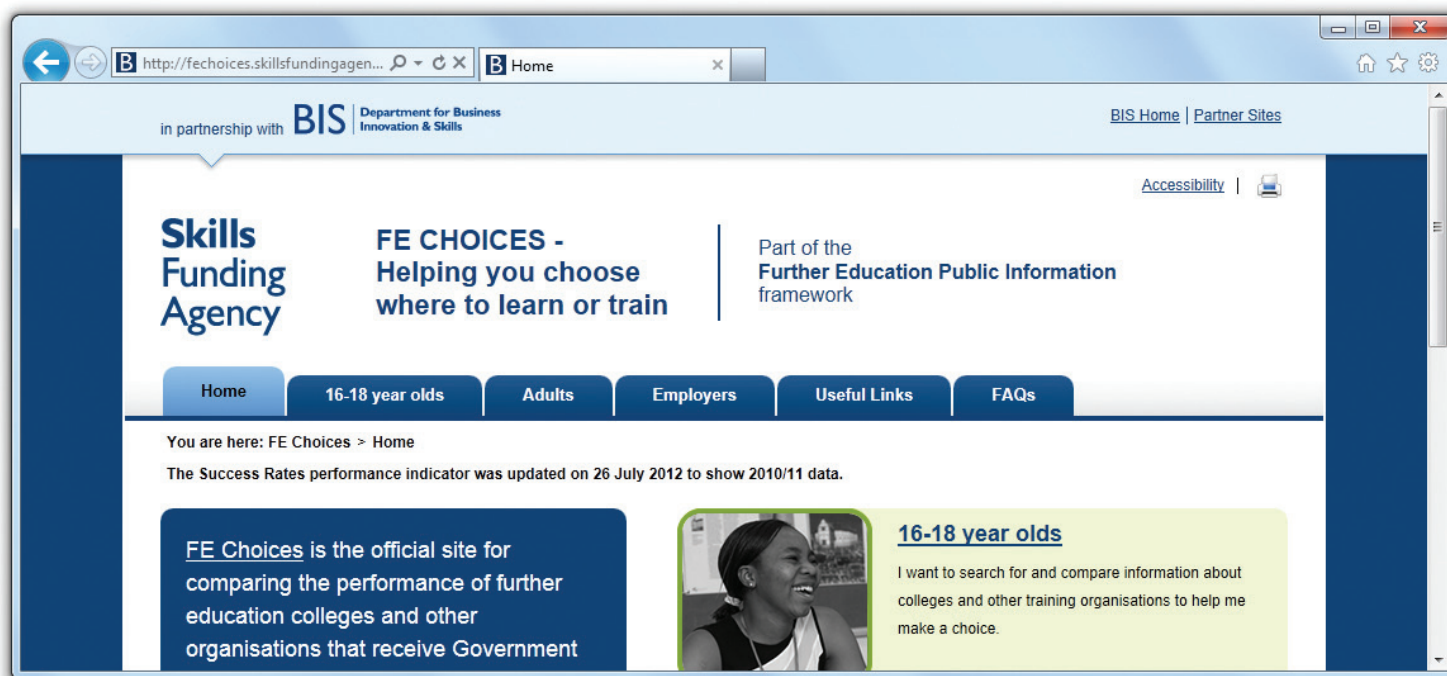
“This will make best use of existing communication channels to ensure that all stakeholders are engaged, and maximise any opportunities to raise awareness of FE Choices.”

The agency spokesperson said extra data, such as course level responses for the Learner Satisfaction Performance Indicator and skills area responses for the Employer Satisfaction Performance Indicator, would be posted on the site later this year.

“From its launch on January 26 to the end of August the FE Choices website had 63,097 visits which is very encouraging.”

The agency said it had no plans to stop publishing information on the site.

Bunnyfoot Limited, a behavioural research consultancy, has conducted a third party review of the website. The agency said that various improvements would be made as a result next spring.



Holt 'disappointed' by official snub

Holly Welham

@HollyWelham

Entrepreneur Jason Holt has told of his disappointment that the government has not taken heed of his recommendations that schools promote apprenticeships.

In a comment piece on page six of this edition, Mr Holt said he was worried the government's response to his review of apprenticeships would not lead to the changes “desperately needed” in schools.

“I am disappointed that the government has not taken more notice of my proposal that enlightened head teachers disseminate best practice to others,” said the jeweller in a piece written exclusively for *FE Week*.

“Many more schools should join forces with employers to showcase the successes of those who choose the apprenticeships.

“The government has accepted that more needs to be done to ensure that young people and their parents have access to quality information about the options available post-16.

“But it believes that it should be up to

schools themselves – with partners such as local employers – to decide how best to address this challenge.

“Their decision to hand the baton to already hard-pressed and financially constrained schools will result in little actually happening.”

A spokesperson from the Department of Business, Innovation and Skills said: “We agree schools have an important role to play in promoting apprenticeships, and that is why they are now legally required to provide every pupil with information on apprenticeships.

“We have also established the National Careers Service as an authoritative source of advice on learning and work.

“But rather than directing schools from the centre, for this initiative to work in practice it must be led by the people and organisations it affects.

“The British Chamber of Commerce is just one organisation that has already agreed to encourage its members to engage more with their local schools on apprenticeships.

“Encouraging employers and their appren-

tices to go into schools to talk to their pupils is an important way of raising the profile of apprenticeships as a viable option.”

Shadow FE minister Gordon Marsden said Mr Holt had “every right to be disgruntled”.

He said that despite the review having some “very practical” proposals about improving information, advice and guidance, the government has “basically shrugged their shoulders and said it's up to other people to do something about it”.

Peter Cobrin, director of Apprenticeships England, was also supportive of Mr Holt.

“Jason Holt is understandably sore at the way [BIS] dismissed his totally correct recommendation, but he shouldn't be surprised,” he said.

“We know the reality of what's happening with careers guidance as do those young people in schools where the door is slammed in the face of those seeking to advocate apprenticeships. Jason is not a lone voice.”

To read more of Mr Holt's comments turn to page six where David Way, chief executive of the National Apprenticeship Service, also outlines his views on the review.

'Worrying' 40% of providers miss data target

Chris Henwood

@chris_henwood

Hundreds of providers are failing to hit a government target for keeping a check on whether new apprentices have got jobs.

Learner records for an estimated 30,000 students were returned to the Information Authority (IA) with "not known", "not provided" or "missing" in the employment status box last academic year.

The National Union of Students (NUS) has called for "urgent action" to make providers complete individual learner records (ILR) with the information.

Its president, Liam Burns (right), described the failure by nearly 40 per cent of providers to get the detail as "deeply worrying".

And the call for action was backed by shadow FE minister Gordon Marsden, who described the job status information as a "safeguard for learners" and pledged to raise the issue with the National Apprentice Service (NAS), the Skills Funding Agency (SFA) and the government.

An agency spokesperson said they had been in contact with the NAS over the issue of employment status record-keeping.

The data differentiates between apprentice-

ships with training providers, such as Zenos, where students would be registered as unemployed, and ones where students have a job.

Zenos, now owned by Pearson and operating under the name Pearson in Practice, came under fire this year when it emerged not one apprentice was guaranteed a job at the end of their 39-week course. Students also spent fewer than six months with an employer.

A spokesperson for Zenos, which got £45.5 million of taxpayers' money in 2011-12 for running apprentice schemes, said at the time its "long-term commitment is to equip young people with the skills and ability ... to compete in a highly competitive marketplace".

The failure of 340 providers to meet the target was affecting the government's ability to check the performance of training providers, according to Liam Burns.

He said: "It is deeply worrying that targets for collecting basic data have been missed and as a result the employment statuses of tens of thousands of apprentices now appear unaccounted for.

"The government must urgently take action to ensure public money spent on training providers who make claims about getting students into work is checked against hard evidence."

The government's target is for more than 99

per cent of providers' ILRs to be filled in with apprentices' employment status.

The IA website specifies that apprenticeship providers must aim to have less than 0.3 per cent unknown on the first day of learning.

Providers with more than 0.5 per cent unknown in-year would be "asked to ensure this improves by the end of year return", according to the website.

But the job status of 4.5 per cent of the overall number of apprentices is not known. This means the government did not know if, *FE Week* estimates, 30,000 students had a job.

Labour's Mr Marsden said: "It's very important that all providers keep accurate statistics on this issue for two reasons.

"It's a check on concerns about deadweight learning and money being spent on courses with a view to employment. It's also a safeguard for learners in ensuring due diligence with taxpayers' money.

"I'll write to the NAS and ask them to look carefully at these statistics and find out what they and the SFA and the Government can do."

A spokesperson for the Association of Employment and Learning Providers added: "Our longstanding view is that all apprentices should be employed and that's why we were pleased to see the 2009 Act spell it out.

"As Jason Holt said, an apprenticeship is a



"Tens of thousands of apprentices appear unaccounted for"

job with training. Therefore we feel that the issue is worth exploring further, even it is just some sort of hangover from PLA provision."

The agency spokesperson said an official statement on the data records situation was expected to be released soon.

Hoyle calls for 'urgent action' on traineeships

Holly Welham

@HollyWelham

The government's promised pre-apprenticeship scheme, referred to by the Deputy Prime Minister, Nick Clegg in July as a "traineeship", will not be piloted until spring next year, *FE Week* has learnt.

In response, Graham Hoyle, the Association of Employment and Learning Providers' chief executive, said "urgent action" was needed to provide a programme for young people who left school with few or no qualifications.

"The Chancellor's autumn statement provides the opportunity to do this, perhaps using the black box approach that we have seen in the work programme and which the Education Funding Agency is now adopting for other 16-18 provision," said Mr Hoyle.

"Given the scale of the NEET challenge, we cannot afford to wait for a pilot in the spring."

A spokesperson from the Department of Business, Innovation and Skills (BIS) said there had been no delay and that the plan had always been to announce the locations in the autumn and to ensure that they were up and running from spring 2013.

Business Secretary Vince Cable said on September 6 in Parliament: "There clearly is an issue with 16 to 18-year-olds who need to have a ladder into apprenticeships rather than go straight into a demanding skills course associated with a job.

"We recognise there's a transitional issue and I'm certainly working with the Secretary

of State for Work and Pensions on how we manage that transition."

The traineeship scheme was announced in the government's response to the Holt Review and entrepreneur Jason Holt's recommendation that the current pre-apprenticeship options needed to be rationalised to better prepare young people for their apprenticeship.

A BIS spokesperson said: "The government accepts that some potential apprentices may need additional support to prepare them to undertake an apprenticeship. The range of provision on offer is designed to meet the varying needs of young people, and the government therefore does not believe that existing schemes need rationalising.

"It will, however, continue to evaluate the effectiveness of this provision, identify and address any emerging gaps, and ensure the range of options is well communicated."

The department said it was "particularly aware of a gap in provision for unemployed young adults with very low skill levels and no experience of work" and a new traineeship scheme would be piloted to address this.

"The aim of the pilots is to test the effectiveness of employer-led interventions of up to 26 weeks in duration to secure progression for those furthest from the labour market. The pilots will be locally tailored to individuals' and labour market needs," said a BIS spokesperson.

The National Apprenticeship Service (NAS) described the pilot as an "opportunity to test the water and design traineeships that offer work experience and training to help meet the needs of young people".

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FE Week investigates

Action man takes the reins

Holly Welham

@HollyWelham

Matthew Hancock, the MP who took over from John Hayes in the reshuffle, says he's "delighted" with his rapid move through the parliamentary ranks to a junior ministerial post.

The new joint Parliamentary Under Secretary for Business Innovation and Skills and the Department for Education is in his maiden term as an MP. He was elected for West Suffolk in 2010. He won with 24,312 votes, 13,050 ahead of the Liberal Democrat candidate, Belinda Brooks-Gordon.

“My attitude is to throw myself into things”

“I grew up in a small business,” said the 33-year-old. “I passionately believe in the importance of turning around our economy, helping businesses create jobs, and improving skills and apprenticeships. It is a huge honour to serve in government as well as serving my constituents in West Suffolk. I'll give it my all.”

Before moving into politics, he worked for his family computer software business, Border Business Systems, and then spent five years as an economist at the Bank of England. He studied politics, philosophy and economics at the University of Oxford and then completed a masters in economics at the University of Cambridge.

The Conservative Party website describes Mr Hancock as “at the forefront of the debate about the future of the economy”. When the Conservatives were in opposition he was asked to lead George Osborne's team, and was the senior economic adviser to the shadow chancellor and David Cameron, helping to draft much of the party's economic policy.

In September last year he published his first book *Masters of Nothing*, co-authored with MP Nadhim Zahawi, which discusses the human behaviour that caused the financial crash and the changes that need to be made to ensure that

it doesn't happen again.

He has some experience of the FE sector, after becoming an MP he was elected to the Public Accounts Committee, which scrutinises how government departments spend taxpayers' money, and was involved in a hearing about reducing bureaucracy in further education. During the hearing he showed an interest in the complexities caused by the separation of the Education Funding Agency (known at the time as the Young People's Learning Agency) and the Skills Funding Agency.

The Spectator describes his instincts as “strongly pro-reform” and at one of the publication's recent conferences on schools he spoke in support of letting schools operate for a profit. In Parliament he has supported schools having greater autonomy, university tuition fees and raising the undergraduate tuition fee cap to £9,000 per year.

His voting record shows strong support for encouraging occupational pensions, EU integration, increasing the rate of VAT and against a more proportional system for electing MPs.

He is also a member of the Committee on Standards and Privileges that adjudicates on MPs' conduct.

Away from Westminster, Mr Hancock moonlights as an action man. During summer recess this year he embarked on a strict three-month regime to train as a jockey for a charity horse race, losing 28lb (12kg).

He had ridden horses before, but was challenged to train as a jockey and take part in the Blue Square Cavalry Charge as part of Newmarket's Horsemen and Heroes day to fundraise for Racing Welfare and The Household Cavalry Operational Casualties Fund. He won on Dick Doughtywyllie, raising £10,000.

“My attitude is just to throw myself into things,” he told the BBC.

He is a keen cricket fan and is the secretary of the Lords and Commons Cricket Club. In 2005, he set out on foot to play the northernmost game of cricket on record at the North Pole.

He didn't make it to the pole, succumbing to frostbite on the Arctic Ocean, but he did succeed in playing the most northerly recorded game of cricket. Watch the video on www.matthewhancock.co.uk/about-me



Winning on Dick Doughtywyllie on Newmarket's July Course in August



In 2005, on foot to the North Pole. He didn't make it to the pole, succumbing to frostbite on the Arctic Ocean, but he claims to have played the most northerly recorded game of cricket.

Matthew Hancock tells FE Week



First Parliamentary appearance as a minister

“It is a great privilege to take on this job. Skills are vital in creating economic growth and giving young people the best possible chance in life.

“Having attended West Cheshire College [to do an A-level in computing] I am aware both of the life changing opportunities that

Further Education colleges offer, and the tough challenges they face.

“I look forward to travelling around the country and meeting teachers, lecturers, apprentices, employers and students to find out what we can do to make this sector even more successful.”

Curriculum Vitae

Matthew Hancock

Parliamentary Under-Secretary of State for BIS and DfE



Key details

Born	2nd October 1978 in Cheshire
Degree	Philosophy, Politics and Economics, University of Oxford
Masters	Economics from the University of Cambridge
Politics	Joined the Conservative Party in 1999, selected in February 2010
Parliament	Elected in Suffolk West in May 2010 with a 27.1% majority

+ Other achievements

- Became an economic adviser to the Shadow Chancellor of the Exchequer in 2005, George Osborne, later becoming Osborne's chief of staff
- Elected to the Public Accounts Committee in June 2010
- Co-authored the book *Masters of Nothing* with Nadhim Zahawi MP. Published in 2011, the book “examines the financial crash of 2007 through the lens of the human behaviour that got us there”
- Lost two stone in 10 weeks in preparation for winning the Newmarket Cavalry Charge horse race
- Played most northerly game of cricket and is secretary of the Lords and Commons Cricket Club
- Married with two children and “enjoys cooking, walking, and spending time with his family”

Source: Wikipedia and www.matthewhancock.co.uk



John Hayes: the legacy and what next?

Ian Nash
@iannasher

The former minister of FE is variously described, with good humour, as a maverick, a poet, a crusader, and an arts and crafts revivalist. His public speeches are filled with references to William Morris, Shelley and the Romantic age of guilds and chivalry.

Even his most ardent opponents call John Hayes “friendly”, “likeable” and, most of all, “loyal”. Not since Lord Boswell was further and higher education minister in the 1990s has any minister covering this sector attracted such widespread accolades.

One reason is clear - Hayes had an uphill battle with colleagues and Cabinet to secure

extra adult and community learning (ACL) funds and other gains, little though these were amid the 25 per cent austerity cuts. Again, there are parallels with Boswell, who championed the cause while opponents commiserated with him for what they saw as the failure of the 2001 Tory manifesto to even mention further education.

Come 2010 and the Coalition Government, FE was firmly on the Tory map, thanks in no small part to Hayes’ dogged persistence during five years as shadow minister. So, as he moves on in Cameron’s reshuffle to a senior energy post, what is his legacy? And what will his successor, Matthew Hancock, senior economic adviser allied to George Osborne do with it?

Comments to *FE Week* on his departure do

not all go Hayes’ way. But when criticisms are made, they are levelled more at wider policy influences. Even Gordon Marsden, Shadow Minister for FE and skills, says: “His gusto, inimitable style and personal warmth came through in his shining commitment to his

“What will happen to the FE Guild now that John has gone?”

portfolio. His successor will find him a tough act to follow.”

Martin Doel, chief executive of the Association of Colleges, describes him as “a passionate and effective advocate for FE” who supported community learning for its own sake and in support of local people. He did so “in a way that bean counters have great difficulties getting their heads around”.

Most of all, says Doel: “Hayes is man who listens to reason. When apprenticeships were criticised, he made a sensible mid-course adjustment to quality; he was open-minded enough to listen and make changes to adult entitlements and ESOL funding, and to FE loans.”

An enormous and as yet unrealised part of Hayes’ legacy, he says, is institutional autonomy and the proposed FE Guild. “The guild represents the reincorporation of colleges, but with a significant culture change away from their being directed bodies to becoming institutions that take charge of their own futures. That’s got to be a three-year journey if you really want to achieve.”

Doel could not comment on where he thought Hayes’ successor would take this – and the jury is still out. Hancock is described by Doel as “sharp, ambitious and bright”. The new FE man is co-author of the book *Masters of Nothing*, which looks at human factors behind the financial crash. If he takes the same dim view of deregulation in FE as he has in banking, then the guild’s future is not bright.

Hancock is not a minister, but a joint Parliamentary Under Secretary. Virtually everyone who spoke to *FE Week* regretted that this was a “demoted title”. But then, personally close to Osborne, Hancock is in the circle of Notting Hill dinner party invitees, where Hayes – though undoubtedly a big hitter – was not.

For the Association of Employment and Learning Providers (AELP), the single biggest success of Hayes is around apprenticeships. Graham Hoyle, association chief executive, said: “John’s strong championing of high quality apprenticeships as the flagship skills programme has served both the sector and the economy very well during challenging times. The biggest tribute I can pay is that the economic pay-off from his legacy will still be felt in years to come.”

Not all was plain sailing for apprenticeships, as unacceptably short schemes, inadequate training, misuse of funds were revealed by *FE Week*. And, while there’s general agreement that Hayes’ intervention improved apprenticeships

considerably, many commentators questioned their role, in criticisms best summed up by Mick Fletcher, FE consultant with the Policy Consortium and *FE Week* columnist.

“We liked Hayes because he shared our enthusiasm for FE traditions, but this didn’t always work to our advantage,” he says. “For example, policy on apprenticeships seemed to be driven as much by nostalgia and sentiment as rational analysis.”

A more hard-nosed approach might challenge the assertion that apprenticeships are the answer to youth unemployment – and ask what on earth they have to do with 55-year-old Morrison’s shelf stackers.”

Fletcher also speaks for many non-employer organisations in challenging Hayes’ notion of the guild. “The noble vision of an FE Guild magically raising the status and quality of FE conveniently obscures real contradictions and tensions that will inevitably render the thing unviable,” he adds. “For example, it’s hard to reconcile notions of the individual professional (or master craftsperson) with employer ownership.”

But then, supporters of the guild warn of such weaknesses, exposing a contradiction between Hayes’ “legacy” and wider Tory or Coalition policy. Doel makes the point that initiatives such as the employer ownership programme and influence of LEPs, “while not wrong individually, take away autonomy”.

Likewise, Lynne Sedgmore, executive director of the 157 Group, asks: “What will happen to the FE Guild now that John has gone?” She is right to be sceptical since a succession of institutions – FEDA CEL, QIA, IFL, LSIS, to name but a few – created by ministers to be “run and owned by the sector” have emerged since the 1990s.

Sedgmore speaks of a Hayes legacy “which has had many positive impacts for FE”, including his focus on high quality teaching and learning.

But, she adds: “His time has not been without challenge for the sector – attacks on skills funding from all quarters have been ongoing and the reality of greater freedom has seen some mixed messages about the capacity of sector leadership. And FE loans, as well as the focus on employer ownership, pose additional challenges for FE leaders to overcome.”

Hayes was never afraid to go against the grain of mainstream Coalition policy if he felt it suited FE, as with his decision to retain mandatory training for qualified teacher status, while Michael Gove, Secretary of State for Education, was abolishing the requirement in academies.

Toni Fazaeli, chief executive of the IfL (Institute for Learning), says: “We pay particular tribute to Mr Hayes’ work in supporting our campaign to ensure members with Qualified Teacher Learning and Skills status are recognised as equal to those with Qualified Teacher Status for teaching in schools as well as in further education.”

The point of his intervention was that it should be the FE sector itself that decides training needs in light of the current Lingfield inquiry into professionalism. The big hope among most people commenting on his departure is that Hancock will continue the same tradition – but no one is holding their breath.

FE Week Experts

Holt Review of Apprenticeships for SMEs



I am passionate about the role apprenticeships have to play in helping to re-energise our economy. They are a great way to bring new blood into a business and to ensure that new opportunities are seized and important skills are not lost.

It has been gratifying, therefore, that the recommendations I put forward in my review, *Making Apprenticeships More Accessible for SMEs*, have been broadly accepted by the Government and welcomed by industry.

“I am disappointed that the Government has not listened more closely to my suggestions”

I am particularly pleased that the apprenticeship grant for employers (AGE 16-24) has been extended and made more accessible, and that businesses will have a greater say in the development of training programmes.

More bespoke SME messaging by the National Apprenticeships Service, and an increased role for trusted advisers – such as accountants and lawyers – in promoting apprenticeships to their clients will also do much to raise the profile of this route to developing talent.

I am disappointed, however, that the Government has not taken more notice of my proposal that enlightened head teachers disseminate best practice.

I had hoped that they would require schools to actively promote apprenticeships and to put a stronger emphasis on equipping pupils with the skills that would make them attractive, work-ready candidates for SMEs.

This is desperately needed. A 2011 AOL survey

of 500 pupils entering Year 10 found that only 7 per cent were able to name apprenticeships as a post-GCSE option.

The anecdotal feedback I heard during the review process supports this. There is no doubt that apprenticeships are portrayed in schools as only suitable for the less able or more practical students.

Destination measures are welcome, but there is still no obvious structure in the school system to encourage young people to think of apprenticeships as a career path. Indeed, they are often encouraged to go on to A-levels and higher education even when an apprenticeship would suit their needs much better.

The Government has accepted that more needs to be done to ensure that young people and their parents have access to quality information about the options available post-16. But it believes that it should be up to schools themselves – with partners such as local employers – to decide how best to address this challenge.

Their decision to hand the baton to already hard-pressed and financially constrained schools will result in little actually happening – and changes to the provision of Information Advice and Guidance (IAG) will make it even harder to counter some of the existing prejudices against apprenticeships.

From this month, schools have a new duty to secure independent, impartial careers guidance for their pupils in Years 9-11 on all post-16 education and training options, including apprenticeships. In a busy school, and despite the best intentions, it will be all too tempting to simply direct pupils to one of the established career websites.

Feedback from industry groups suggests they are equally disappointed with the Government's decision to “pass the buck”. Indeed, in the focus groups I ran with SMEs in the run-up to the review, it was young people not being “work-ready” that caused the most angst and was the biggest barrier to their take up of apprenticeships.

So what do we need to do to make sure the message about a stronger role for schools in promoting apprenticeships doesn't sink without trace? Many more schools should join forces with employers to showcase the successes of those who have chosen the apprenticeship route.

I would also like to see schools finding creative ways to equip their pupils with transferable, work-related skills. For instance, more businesses taking governors positions and young people running their own schools, motivating teachers to spend some of their summer holiday working in businesses.

Jason Holt, managing director of Holts Jewellery

Jason Holt's review sets out what we can do to encourage many more smaller businesses to become involved with apprenticeships; it is a chance to refresh and streamline the service that we provide. In particular, the report has highlighted that we need to make businesses more aware of the support that the National Apprenticeship Service and others can give to make taking on apprentices much easier.

Eighty per cent of apprentices in the UK are currently employed by businesses with fewer than 200 employees. These businesses are great advocates and deliverers of skills training and have given many young people life-changing experiences as they enter work.

They recognise that apprenticeships are an extremely effective way for employers to tap into raw talent, up-skill their staff and grow their business, as well as offering young people high skills levels and life-changing career opportunities.

“Now is the time to promote our services, so that businesses have a better understanding of where they need to go for information”

However, many smaller businesses are missing out on these opportunities: 99 per cent of businesses in the UK are small and medium sized (SMEs) but only about 10 per cent currently employ apprentices.

The Holt review gives us the opportunity to match a new cohort of businesses and apprentices by bringing them together on our free apprenticeship vacancies online system.

Too few businesses know about NAS and the excellent work that we do. This was a decision taken at our launch three years ago; that we would promote the apprenticeship brand itself, rather than NAS, the organisation behind the brand. We recognise that now is the time to promote our services too, so that businesses of all sizes have a better understanding of where they need to go for information.

We plan to enhance our marketing activity aimed at smaller businesses, including publishing a simple guide to show exactly what help is available to access apprenticeships.

We have already started to implement changes, such as making it easier for more SMEs that recruit young apprentices to access the



£1,500 apprenticeship grant (AGE 16-24). This incentive scheme is designed to help up to 40,000 more SMEs to employ apprentices aged 16 to 24; we are expanding the scheme and simplifying the payment process. There will now be a single (rather than staged) payment and the grant will now be available for up to 10 apprentices per employer.

Although smaller businesses are still the priority, the grant will also be extended to businesses with up to 1,000 employees and businesses that have not employed an apprentice in the past 12 months.

We also recently established a dedicated small business team. We try to respond to every enquiry within two days, with many employers being called back the same day. However, this is only a small part of the equation. The wider FE sector - apprenticeship training providers and colleges - also has a vital role to play.

The review is part of the bigger apprenticeship picture. We also need to consider extending Group Training Agencies (GTA) and Apprenticeship Training Agencies (ATA).

GTAs are employers who work together to organise their apprenticeships, sharing training processes, facilities and costs. Some smaller businesses can be deterred from taking on apprentices because they are not confident that they will have enough work or resources to support the apprentice for the whole of their apprenticeship. The key feature of the ATA approach is that apprentices are recruited and employed by the agency, but then work in host businesses where they can achieve the work-related elements of their apprenticeship.

The Holt review helps us to ensure that apprenticeships are widely recognised as the gold standard of vocational learning and to effectively fulfil the needs of businesses and young people.

David Way, chief executive, National Apprenticeship Service

FE Week Experts



What next for great teaching and learning?

Great teaching and learning, the third in a series of publications commissioned by the 157 Group and the Institute for Learning (IfL), has captured the mood of the sector to focus on high-quality teaching and learning and, we hope, steered a stimulating sector-wide debate.

The first, *Leading learning in further education*, found that providers should allow space for reflective practice and enter into a debate about great teaching and learning. *Leading learning and letting go*, the second, suggested that great teaching and learning comes from innovation and from the creation of what Professor Lorna Unwin describes as "expansive learning

environments", with enough space and time for teaching professionals to share and learn. It suggested that cultural change would be necessary, nurtured and supported by good leadership.

Now, *Great teaching and learning*, our latest piece of practitioner-based evidence and action research, adds another dimension to understanding the features that assist or hinder greatness in teaching. It suggests that teacher professionalism is crucially about broader relationships, respect and networks, as well as the teaching and learning expertise directly used with learners in the classroom or workshop and workplace settings. The continuing

development of these "soft" and critical skills requires nurturing – and recognising – by college and sector leaders.

As the Commission on Adult Vocational Teaching and Learning continues its work, and as Ofsted continues to have an increased focus on the quality of teaching and learning in colleges, this thought piece is timely. It provides, we believe, a picture of what those who matter the most – teachers and learners – believe great teaching and learning is about and how best it is nurtured.

The paper does not set out to consider any particular type of learning – "vocational" or "academic", for example. Indeed, it would tend to suggest that there are many similarities in the fundamental elements involved, whatever the setting or focus. It does, however, establish and examine the distinctiveness of great teaching and learning in a vocational context and we will share this with the Commission, which is chaired by Frank McLoughlin.

We hope that college leaders will arrange similar "great teaching and learning" events in their own organisations, and have written the report to help them do this. We hope they will take the overarching threads from our publications and synchronise them with their own strategies. We know that many leaders and practitioners have already acted on our recommendations and found that they work, which we are delighted about.

The 157 Group and IfL will continue to lead

thought in this vital area, in partnership with other sector membership bodies and with the support of the LSIS. Here is a flavour of what we have planned:

- Replication of the event in organisations around the country – feedback from the day suggests that it has already been a powerful motivator for change in a number of settings
- A follow-up seminar with the Institute of Education to examine specifically the leadership of vocational learning
- Embarking upon work with respected research and policy organisations to look further at the role played by effective continuing professional development, the development of innovative curriculum planning skills and the involvement of learners in curricular debates

The coming year will see more activities in these areas, so do watch out for them. If your organisation would like to run an event similar to the one described in the report, please contact andy.gannon@157group.co.uk or rachel.cooke@ifl.ac.uk. Even better, if you have a suggestion for something we should be doing or looking at in more depth, then let us know.

One thing is clear in the report; teaching and learning becomes truly outstanding when we share our knowledge and expertise in a professional way and truly serve the needs of our learners to benefit from excellent teaching and to succeed.

Lynne Sedgmore, executive director, 157 Group
Toni Fazaeli, chief executive, IfL

Where is the fun in functional skills?



they can't tell the best from the rest", so GCSE results come into play again.

It seems both sides are searching for something different to GCSEs; could functional skills be the missing piece of the puzzle? Will the revised GCSEs, which now include "functionality", improve the situation? That remains to be seen.

Whilst most providers are positive about functional skills, colleges, private training providers and employers are worried that they are unable to get learners through.

Time, it seems is the great enemy. Gone are the quick multiple-choice questions at levels 1 and 2 that could be retaken, time and again. Room for guesswork has been eradicated.

Functional skills have to be taught. They are not course-specific, they are totally generic. And they are not portfolio-based either. They are taken under controlled conditions and competency cannot be demonstrated through activities related to students' day-to-day vocational experiences.

They are particularly challenging to fit into apprenticeships, especially if a student only has one day a week at college, and during that time is learning the technical and underpinning knowledge to support their apprenticeship. Now they have to study maths and English too.

It's a bit of an anomaly, but we have found that younger students, who have achieved their GCSEs in English and maths, are not necessarily able to pass their level 2 functional skills, without additional tuition.

The main reasons for this seem to be that a skills assessment has questions that are all at the same level and require the learner to work through open, often unstructured problems, drawing on a range of information to reach a conclusion. Decision-making and providing justifications for choices are key elements too.

The Wolf report tells us that students should achieve GCSEs at grade C or above in maths and English and must continue to study the subjects up to the age of 18, although functional skills are allowed as a means to support the learner to progress towards this goal. But how often do students who resit their GCSEs show significant improvement, and how disheartening is it to resit time and time again?

Analysis of our results shows that the older the student, the better their results in functional skills. This may be due to their life experiences; functional skills rely on the student's ability to solve problems and these are skills that we learn through experience.

These are the skills employers really want, but are providers ready to deliver? We're already working with a number of apprenticeship

providers as they transfer from key to functional skills, including centres that deliver apprenticeships for the Army and Royal Navy, large training providers that deliver across the country and small training providers who need significant support.

Change for change sake in the FE sector is something that we've all grappled with, and it could be easy to see functional skills as just another "change". But they are here to stay and we can help.

We have recently developed new qualifications that will enable providers to concentrate on filling gaps in knowledge in maths or English skills; these will be available shortly.

Functional skills are a big change, but the way I see it they bring three major benefits:

1. Functional skills will improve the quality of teaching, they will have to, otherwise students will not pass.
2. They will help to improve the reputation of the FE sector; it will be seen as providing the qualifications that employers are really looking for – qualifications that prove a student has the English and maths skills for the workplace.
3. Learners from the FE sector will be better prepared for the world of work.

Graham Hasting-Evans, chief executive of NOCN

This year's new FE sabbatical officers

September kickstarts a record year for FE students' unions. Union committees are expanding and the number of full-time sabbatical officers in post has doubled in the past five years.

Union officers are elected annually, usually in early Spring, to hold office for the next academic year. All students are entitled to stand for election and to vote.

The sabbatical officers take a year out during or after study to work full-time as an elected officer for their union. Some unions have grown to accommodate two full-time officers; others, such as South Devon, now offer qualifications as part of the post.

As well as representing their members and campaigning on college issues, most sabbaticals serve as student governors on the college corporation.

Students' unions are often central to learner involvement strategies in their institutions.

Most FE students' unions are affiliated to the National Union of Students, and are championed nationally by Toni Pearce, NUS vice-president for FE. The NUS represents more than 4.5 million FE learners in colleges across the UK.

FE Week is delighted to introduce some of the new sabbaticals for the forthcoming year.

Layla Adaci, South Devon College

I'd been studying at South Devon College for three years before I began my new role.

I met all my best friends and really want everyone else studying here to have just as much fun and excitement as I had . . . and hopefully even MORE! I'm really proud to have been elected student union president so thank you to everyone who voted.

I've always wanted to work in a school or college, so this role is a great opportunity and a great beginning for my future. I'm really enjoying it and am determined to be a helpful part of the students' union here.

Not many people my age have an opportunity of managing at this level and it makes it so much more rewarding to be able to come away not just with an incredible experience for my CV but with such a practical qualification in management. I feel so much more confident about my future opportunities.



Penny Birch, Leeds City College

The moment my tutors suggested that I run for student union president, my heart was in my stomach . . . could I really be the face of 57,000 students?

My second year in the role has answered that question. The relationships that grow between student reps, officers and volunteers are what make your role all the more deserving.

In my first few months, I was often ready to throw the towel in. I was struggling as I had no handover and no person to turn to for support as we were all new to it.

One day a governor asked if I felt supported and I had to be honest and say no. From that day on, people within my institution are working better with me and showing empathy when there are new challenges, which happen almost every day.

Without the help of the NUS I do not know where I would be today. But I do know that I



would not be stepping into my second year as Leeds City College student union president. My life has changed for the better, for the students.

Why colleges benefit from sabbatical officers

Having two full-time sabbatical positions in the students' union is invaluable for ensuring a strong student voice. Both of the SU sabbaticals sit as members of the senior leadership team, giving them an understanding of, and input into, key decision-making.

They therefore are involved not just in the fun things such as events and enrichment, but more meaty issues such as quality assurance and improvement. They are also involved in the planning and development of teaching, learning and assessment, and we are working towards students becoming commissioners of their learning.

Of course it isn't all down to the SUs. Like the college as a whole, it is about all executive officers working well together, with an effective system of class reps, our student parliament and three student governors on our corporation board.



Corrienne Peasgood
Principal, City College Norwich

Lani Baird, Aberdeen College

I'm in my second term as president at Aberdeen College Students' Association. I studied HND fitness, health and exercise as well as HND social sciences before my election in 2011. This will be my seventh year of being involved in the student movement.

I ran for election as I wanted to create change within my association as well as my institution. I wanted to be the voice for those who wouldn't or couldn't speak about the issues they faced while studying. Above all, I believed that I had the confidence and the determination to lead and create change.

Scottish colleges are facing a dramatic shake-up; my institution is becoming a federated college; this year will be dedicated to ensure that student representation is upheld; that they are consulted about the changes and that the students' association will become stronger, more effective and more active. After my sabbatical I still want to be involved



in the student movement and continue the work that I do locally as well as nationally. I'm hoping to get into one of my local universities where I can continue to push for changes that can benefit students during their time of study.

Jemel Fox & Joshua Merritt, Suffolk New College

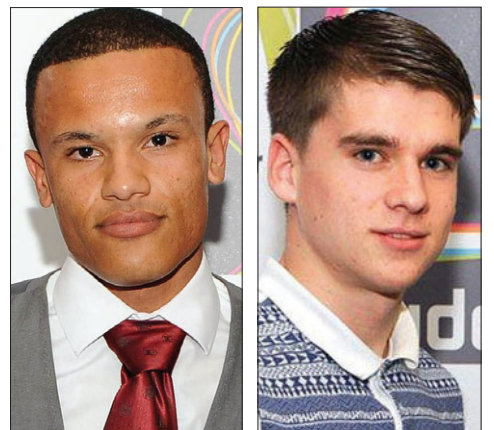
Jemel (left): I volunteered in the students' union office, working alongside the president and vice-president and helping to organise events. This gave me enough knowledge and experience to successfully run for vice-president in 2011/12.

The union plays an important role in representing the students' voice with staff, including senior managers.

Joshua and I want to make a lot of positive changes this year, such as introducing Olympic-inspired sports such as handball, swimming and archery.

Joshua (right): I studied level 3 BTEC diploma in sport, which I thoroughly enjoyed.

I'm really keen to excel in my new role and plan to use the experience I gained as a student to help other young people to achieve their goals in a supported and encouraging



atmosphere.

Jemel and I have full membership of the Suffolk New College Corporation as governors and meet regularly with the senior leadership team to discuss student issues.

Ours is one of the few FE colleges to have a dedicated students' union presence. It is an organisation run by students for students, who employ staff to run specific activities.

Jeni-Marie Pittuck, City College Norwich

Last year I joined as deputy president with the aim to really spice things up. For years our sabbaticals have been A-level students and I wanted to break the mould and encourage a different type to emerge.

Before getting involved in the students' union I studied a BTEC in musical theatre before last year becoming the first apprentice to be a sabbatical officer.

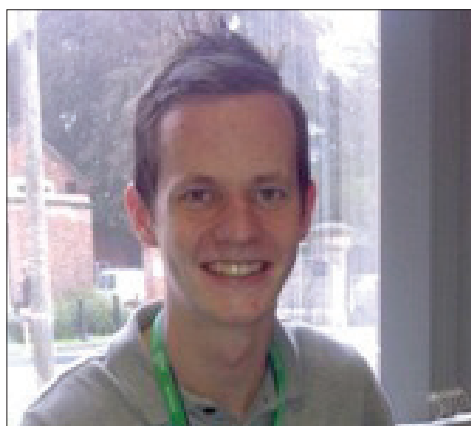
Having a job like this fills me with so much pride and accomplishment, it's a great feeling getting up every day knowing that you're helping so many students and impacting on their lives here at college from the big things to the small.



Zak Thompson, South Derbyshire College

Being a sabbatical officer gives me time to engage with students during their time at college. No two days are the same... there is always something new to learn from students and it's great to meet lots of new friends.

The role has introduced me to lots of different aspects of the student movement and how important it is that we are always actively engaged with shaping the future of FE. Although it is a challenging time for the students' union and officers, I have gained lots of experience that will help me and our students.



Pete Wheatley, North Hertfordshire College

I started studying plumbing, but got involved straight away in the students' union as a student representative.

The elections came around and I successfully went for a position on the union's executive committee. It was a really proud moment in my college life. I enjoyed being a part of the executive team.

It was a real buzz, representing students and helping to make a real change around the college - and it being student-led. I was really focused on helping make a change, which made me want to go for the sabbatical union president role. Becoming president was such a massive step for me.



Hailey Townsend, Bridgend College

After studying a BTEC in health, I was elected as president last year. But as well as my work with the students' union, I have two children, Leya, eight, and Jamie, three.

I am a Labour councillor for Bridgend and a member of the NUS FE Zone and NUS Wales national executive committees.

I want to increase participation within the union at Bridgend and work closely with NUS Wales on campaigning for maintenance loans for FE students.

My interests are competitive dancing, politics and current affairs... and I plan to continue serving in my union before moving on to study at Cardiff University.



Josie Murray, Warwickshire College

Born in Worcestershire, I finished school in 2006 and went on to study a BSc in sports science (equitation coaching) at Warwickshire College's Moreton Morrell Centre. I took on a variety of roles within the student union, including campus vice-president, sports and social chair.

I joined the union as I felt that students' ideas and opinions should be heard and action taken to improve their social and learning experience. It has given me an exciting opportunity to enhance student voice and involvement, and strive towards a more representative union. I want to enhance collaboration across the college's six centres to make sure that everyone can have a say about their education and opinions are fed back at a local and national level through the NUS.

The student union must be led and managed by students for the students to allow communication forums to be developed to share ideas, views and opinions across all centres. My aim for this year, working with the SU executive, is to work towards developing the students' union at each centre; operating self-sufficiently as social enterprises, generating income to support the development of the student experience.



Adam Smith, Coleg Gwent

I am a 28-year-old mature student sabbatical officer, who came in to education last year and joined my student union as a Gay, Bisexual and Transgender (GBT) officer.

I found it fun and enjoyable.

When the SU elections came I decided that it was a challenge that I would like to take on, so when I found out I won the position of Sabbatical President it was best feeling ever. I am really looking forward to the year ahead.

I have got loads of activities and events planned for Coleg Gwent and I'm so excited.



Choi Hy, Worcester College of Technology

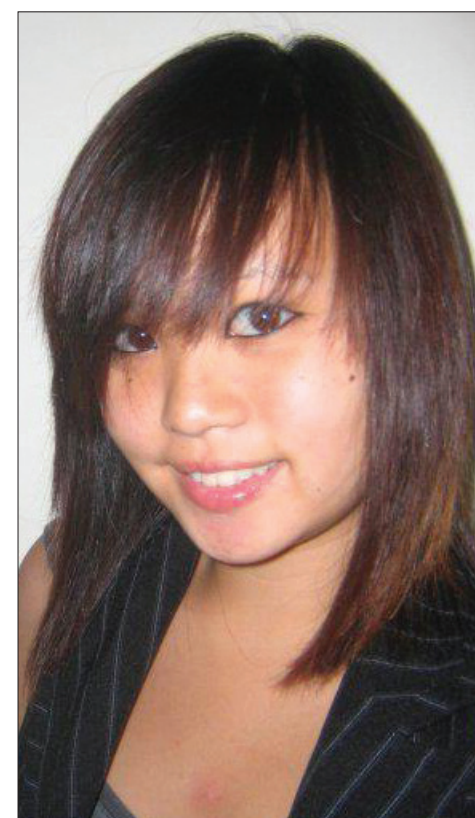
I have recently completed a level 3 BTEC in health and social care. To begin with I knew nothing of the students' union or NUS until

I was told by our student-staff liaison officer (SSLO) that I should run for president. I was helping out on an open evening as a student ambassador; my SSLO approached me after I spoke to a few parents.

It sounded like a great opportunity to meet new people and promote our union, so here I am now elected as a sabbatical officer. Campaigning was difficult as I had to approach so many students who I had never met before. It was challenging - and fun - and I got there in the end.

I vowed to students that I would make positive changes that would benefit them, which I am in the process of doing now.

I may be only 4ft 11in and not the loudest of people, but my confidence has grown. I have learnt to stand up for what's right by people.



FE Week campus round-up



Triple glory at Burton and South Derbyshire

Three Burton and South Derbyshire College beauty students have scooped first place in regional WorldSkills competitions at the NEC Birmingham.

Naomi Radbourne, Nicola Cockerill and Laura Hayes were asked to demonstrate their ability to carry out modern and traditional beauty therapy treatments, all judged by beauty industry experts and professionals.

The three students will now go on to compete

against the best of the best in the national final of the WorldSkills UK competition in November. Naomi has also earned a place in Squad UK for the next international skills competition – Worldskills Leipzig 2013.

Jackie Heaton, beauty therapy course leader, said: "All three students demonstrated skills to the highest level and have all now obtained employment at prestigious spas. They are excellent examples of professional therapists."

Canterbury celebrates 65th anniversary



Canterbury College celebrated 65 years with some of its first students returning for a special anniversary open day.

The afternoon began with a commemorative cake cutting led by two former students – the Lord Mayor of Canterbury, Cllr Robert Waters, and long-serving governor Anne-Marie Nelson. Visitors then toured the campus where they saw an exhibition of college life from 1947 to 2012. The food hall stepped back in time to deliver 1940s cuisine that included spam hash, corned beef fritters and Lord Woolton

pie.

In the opening welcome speech, principal Alison Clarke said: "Canterbury College has changed immeasurably during its lifetime but has always been at the heart of the city and offering its services to the whole of East Kent.

"It has grown from a few hundred students and a handful of courses to a large institution with about 10,000 learners and more than 500 subjects. So many people have benefited from their time here, including myself and several of the college's own team."

Award recognises Bolton student's dedication



Bolton College student Danielle Conn has received the Vinspired award for her dedication to volunteering.

Danielle, 18, who is studying performing arts, fits her many volunteering activities around her college work. She helps with enrolments, regularly giving tours to new students, as well as helping out at a summer school and charity shop.

"I started volunteering to build up my confidence and to gain more experience for my CV," she said. "I've really enjoyed it so far and met so many different people. I really would encourage anyone to get involved with volunteering if they can."

David Birchall, Bolton College student liaison officer, said: "Danielle's volunteering efforts have benefited so many people in both the college and in the various communities she is part of. She is a very busy young woman, who is always happy to help others with a big smile on her face, and is more than deserving of this recognition."

Terry Ryall, chief executive of Vinspired, said: "Giving 100 hours to good causes, free, is no mean feat, but sadly one that all too often goes unnoticed. The v100 will give Danielle an official record of her efforts, which she will be able to use in job or university applications in the future."

Doncaster College shows what it can do



Top grade for Fareham student

Fareham College student Jake Haven has been celebrating his Triple Distinction, the top grade for a BTEC Level 3 course, after undergoing a kidney transplant last summer.

The business student has not only been on dialysis four times a-day, which he administered himself at college, he has also fought a rare form of cancer and diabetes.

"My parents and student services have been amazing; I couldn't have done it without them," said Jake.

"I want to give something back. I can relate to kids who have been through what I have as I've had kidney troubles since I was two."

Jake also came third in the javelin at the British Transplant Games. He plans to continue his studies and, as a result of the care he received during his treatment, will go on to level 3 health and social care.

Doncaster College showcased its courses at the re-launch of the Doncaster Show.

Held in a 12 acres of sports fields, the show was a fun-packed weekend of entertainment with craft stalls, classic cars, Zumba lessons and live music from local bands.

A college spokesperson said: "It gave us a great opportunity to meet potential learners of all ages, showcase what the college could offer as well as supporting a local charitable organisation."

"The event offered something for everyone from dog agility courses, giant inflatables and fair ground rides, classic cars, archery, a whole host of local music acts alongside local retailers and emergency services."

Want your college or training provider to appear on these pages?

Send your stories with pictures to news@feweek.co.uk



Leicester College runs studio at festival

Bands, artists and festival-goers were given the chance to record their own music in Leicester College's Pop-Up Studio at the Summer Sundae Weekender festival.

The performing arts and music department equipped its tent with acoustic and bass guitars, electronic percussion instruments, microphones and the recording equipment needed to create mini-demo CDs, which were given to artists on the day.

John Meredith, programme area manager

for music and sound engineering at the college, said: "We had such a great mix of genres and outstanding talent come to the studio, including performers such as The Skunk Boy Project, Furies, Jersey Budd, Siobhan Mazzei, the Daydream Club and Buenos Aires.

"We also attracted some up-and-coming talent including family bands, young guitarists, keen vocalists – even a ukulele player. We had such a fantastic time at the festival and I can't wait to get working on the sessions album."



Southwark College joins the style wars

Southwark College fashion students have competed to create the hottest new design for popstar Rihanna.

Chanelle Edwards, who currently attends the college, was one of 12 young designers selected to appear Sky's *Styled to Rock*, the new reality show on Sky Living. Former student Ben Moriah also took part.

"It was one of the best experiences I have ever done in my journey to become a fashion designer," said Chanelle. "Because there was so

much talent, I learnt techniques and new ways to design – for example, pattern cutting on a stand. Everybody's style is different, but I took a lot away from everyone."

Ben said: "To have her critique your garments, analyse it and give constructive feedback was great. It's reassuring as a designer because you want somebody who knows about fashion."

Chanelle is looking forward to completing the second year of a BTEC Extended Diploma.

West Cheshire tutor's Olympian effort

West Cheshire College sports tutor Simon O'Brien has returned from the Olympic Games after working as the sports therapist for the Botswana team.

Mr O'Brien worked with four athletes throughout the games, including 18-year-old Nijel Amos who won silver in the men's 800m, breaking the world junior record.

"I was selected to be the official masseuse after I emailed a couple of small countries volunteering my services. Botswana got back to me asking for my assistance," he said.

"The experience was amazing. Being in the Olympic Village was like a different world and watching Nijel win silver and break a record against world-class athletes, was unbelievable.

"I met so many great athletes including Usain Bolt, Rebecca Adlington, Oscar Pistorious and my hero James Cracknell."



Havering College's gold medal-winning show

Performers from the Havering College's Olympic-themed show *Inspiration* entertained thousands of spectators as they relaxed between Paralympic events.

A group of 50 young people from the college and other learning partners staged a mini-version of their show on the Olympic Bandstand.

Inspiration is a music, dance, and performance art spectacular themed around the Olympics and Paralympics. It was first performed at the London Palladium earlier this year as part of the official Cultural Olympiad.

Julie-Kate Olivier, daughter of Sir Laurence

Olivier, Dame Joan Plowright, and Tim Faulkner – whose credits include *Casualty*, *Inspector Morse* and *Allo! Allo!* – co-presented the show.

Director Peter Dayson, who lectures in music at the college, said: "To be invited to perform on the Olympic Bandstand is a once-in-a-lifetime experience for these young people. It was a spectacular looking stage and everyone was incredibly excited.

"Another group of our students recently performed for spectators attending the showjumping events in Greenwich Park. It was a great honour to be invited to be part of the entertainment for the Games."

Bournemouth and Poole batter the record



Not to be outdone by record-breaking athletes, Bournemouth and Poole College chefs have landed a world record of their own.

The chefs toiled over a deep fat fryer on Poole Quay to cook a gigantic halibut, plus 59kg of chips to smash the previous record portion of the classic English dish.

Barry Dawson, Andrew Brown, Paul Dayman, Dan Andre-Parsons and Gary Kilminster already had vast experience in making giant portions of fish and chips. They featured last year in the *Monster Munchies* TV series with Matt Dawson when they competed with a local restaurant in making a giant portion of fish and chips by

"glueing" together dozens of fish fillets.

At the time Gary Kilminster, a lecturer in the college's catering department, vowed to have a crack at beating the world record, which strictly rules that it can only be a single fish.

"We've been determined to beat this record now for so long. It feels great to finally make it," he said.

When the cooking was over the real fun began. There was enough to make 180 normal size portions all served up to eager people of Poole for £2 a head.

The money raised will go to a local hospice charity and the Royal National Lifeboat Institution.

Enrolment: the future is mobile

Chris Henwood

@Chris_Henwood

Tougher GCSE grades, Olympics influxes, attracting NEETs and the rise of the smartphone – the new academic year has brought its own enrolment issues with it.

The headache of unexpectedly low English results due to shifted grade boundaries has meant colleges up and down the country are expected to be catering for an increased number of resits.

It's an issue that could be among the first to land on the desk of new FE minister Matthew Hancock with research from the Association of Colleges revealing 54 per cent of colleges had experienced an increase in 16-18 recruitment for qualifications at level 2.

Joy Mercer, the Association of Colleges' director of policy, said the government would be called on to help with the provision of extra resits.

"School-leavers who haven't achieved the English GCSE grade they wanted for their course are being accommodated by their chosen colleges putting on resits," she said.

"These students may well have gone to their chosen colleges anyway where they've been allowed to start their FE courses, but extra GCSE classes all take up resources.

"The one-off resit date in November is a fair offer from Ofqual, but there are still resource costs of teaching and accommodation in coping with that additional school cohort.

"We regularly meet with the FE Minister and this will be a subject for those conversations."

Meanwhile, sports courses are also expected to see boosted intakes as the Olympics and Paralympics continue to 'inspire a generation'.

A 20 per cent surge in applications at Greater Manchester's Hopwood Hall has been put down to the achievements of former students, gold-winning boxer Nicola Adams and silver medallist sailor Stuart Bithell. It's a similar case at Loughborough College where, again, 20 per cent more students have enrolled on the back of London 2012 successes. It took 400 FE sport enrolments last year.

The Midland college boasts 29 of the athletes competing for Great Britain in this summer's Games. And among them was hockey bronze medallist Nicola White, who is a mentor at the college's Elite Athlete Performance Centre.

Helen Van Aardt, curriculum manager for sport at Loughborough, said: "We have already seen a rise in enrolment for our FE full-time sports science course and with student enquiries and interviews still to take place, we anticipate numbers to be up

significantly - a rise of about 20 per cent on last year.

"This is undoubtedly not only a testament to the quality of our course but also to the interest generated by the Olympics and Paralympics, with the college sending a huge number of athletes to the Games."

Recruitment has also been on the up at at Wolverhampton College, where more than 11,500 students are expected to enrol this year.

Bosses there think a new approach to prospectus design has resulted in more NEETs looking at FE.

"To appeal to a wider range of people, in particular NEETS and those who wouldn't normally think of FE, we redesigned our part-time prospectus to look like a newspaper, included news type stories, rebranded it *The Spark* and distributed it via newspaper stands in local supermarkets and community venues," said college spokesman Katie Swann.

"One student enrolled without getting out of bed"

"As a result it has been flying off the shelves and we have seen an increase in the number of people applying for Employability courses targeted at jobseekers."

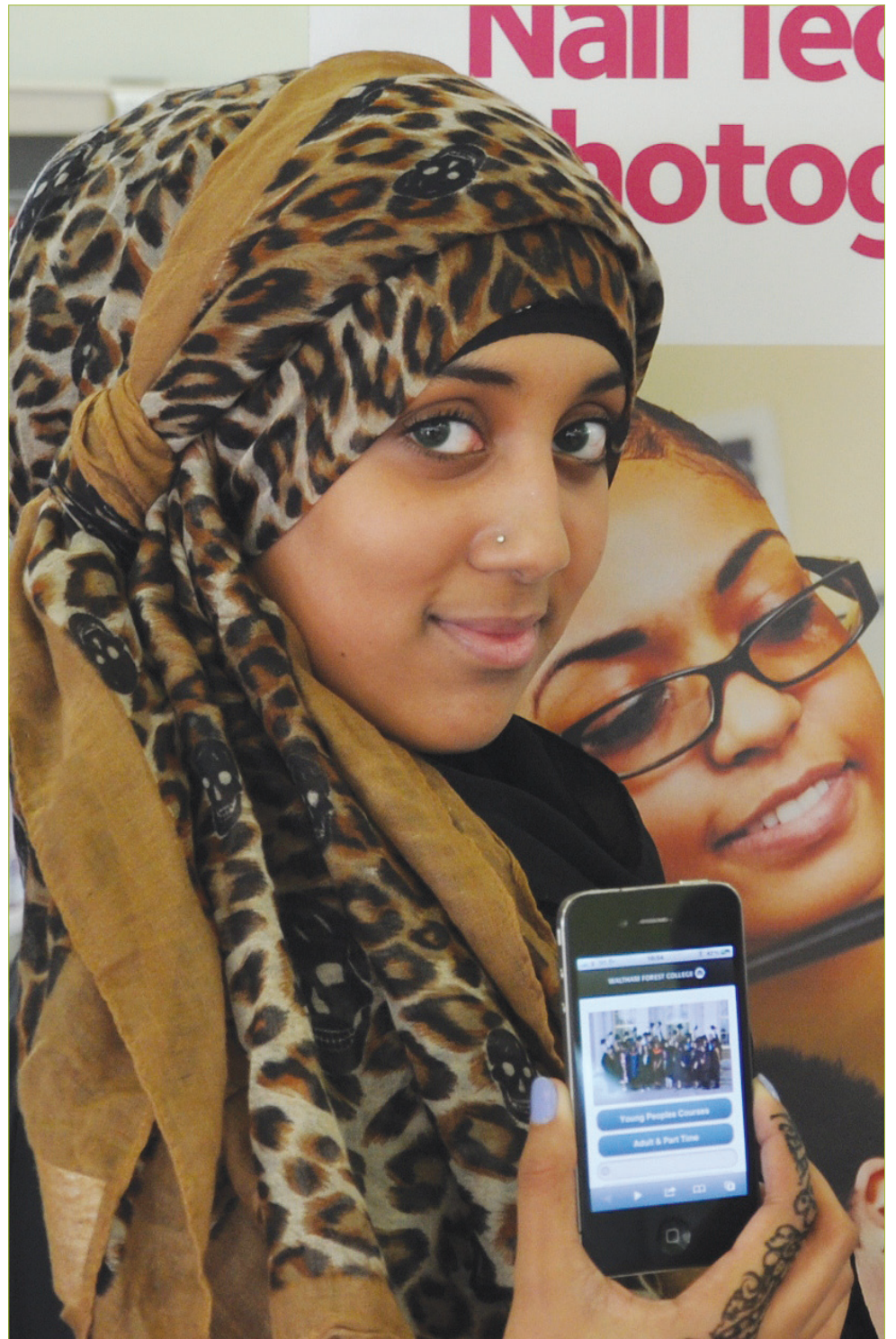
The college distributed about 12,000 part-time prospectuses last year, while this year it printed 50,000 and now has less than 5,000 left. The change has also seen printing costs dramatically reduced while posting out the newspaper format to potential students is also cheaper.

"In fact, following on from the success of *The Spark* we have seen more than 800 jobseekers enrol on work-related courses such as retail and care, while also strengthening our community partnership by placing the prospectus in 50 per cent more outlets than the previous year," said Katie.

But if GCSE grades, the Olympics and NEETs were conspiring to send enrolment numbers rocketing, one London college was continuing to do all it could to boost intake numbers even further.

Waltham Forest College has launched a new, easy-to-use smartphone website for enrolment applications that means would-students can sign up for course from the comfort of their own bed.

"We had one lad apply for a course while he was still in bed – but he had his phone with him and did it all without getting up," said Waltham Forest College marketing chief



Angela Bucknor.

"It just shows how much easier we're making it for people to apply for courses and we think we're among the first in the country to do this."

The college's smartphone website launched on Thursday, August 23. It was developed with Connect Media Group at a cost of less than £2,500.

The college expects to have received more than 300 applications via the smartphone website for the new academic year, which will see an estimated 8,000 part-time and full-time enrolments.

"With the growth in the number of mobile users visiting our website we felt it important to enable them to access course information and apply on-line with ease," said Angela.

"And already it seems pretty popular, especially considering it's only just launched. We had 15 applications one day last month

and then eight the next day. It looks to be averaging out to about 10 a-day."

Users enter the college's normal URL and once they've selected their chosen course they can to apply on-line directly.

"Our online forms were too small to read on the phone before, which made applying almost impossible," said Angela.

"And I think before there was a slight danger of losing people between them looking online through their phones and then taking that interest further through a computer, so this site bridges that gap.

"It's an all-in-one application process, going from a prospective student's qualifications to their references. Once they've completed it, there's an option for a call-back from someone at the college, but that doesn't have to happen because the process will be finished and then they'll be asked about attending an enrolment day."

Education on the go has become a reality for Waltham Forest College student Mana Ahmed

The 17-year-old (opposite) was one of 300 students hoping to enrol on courses at the London college through a specially-designed website.

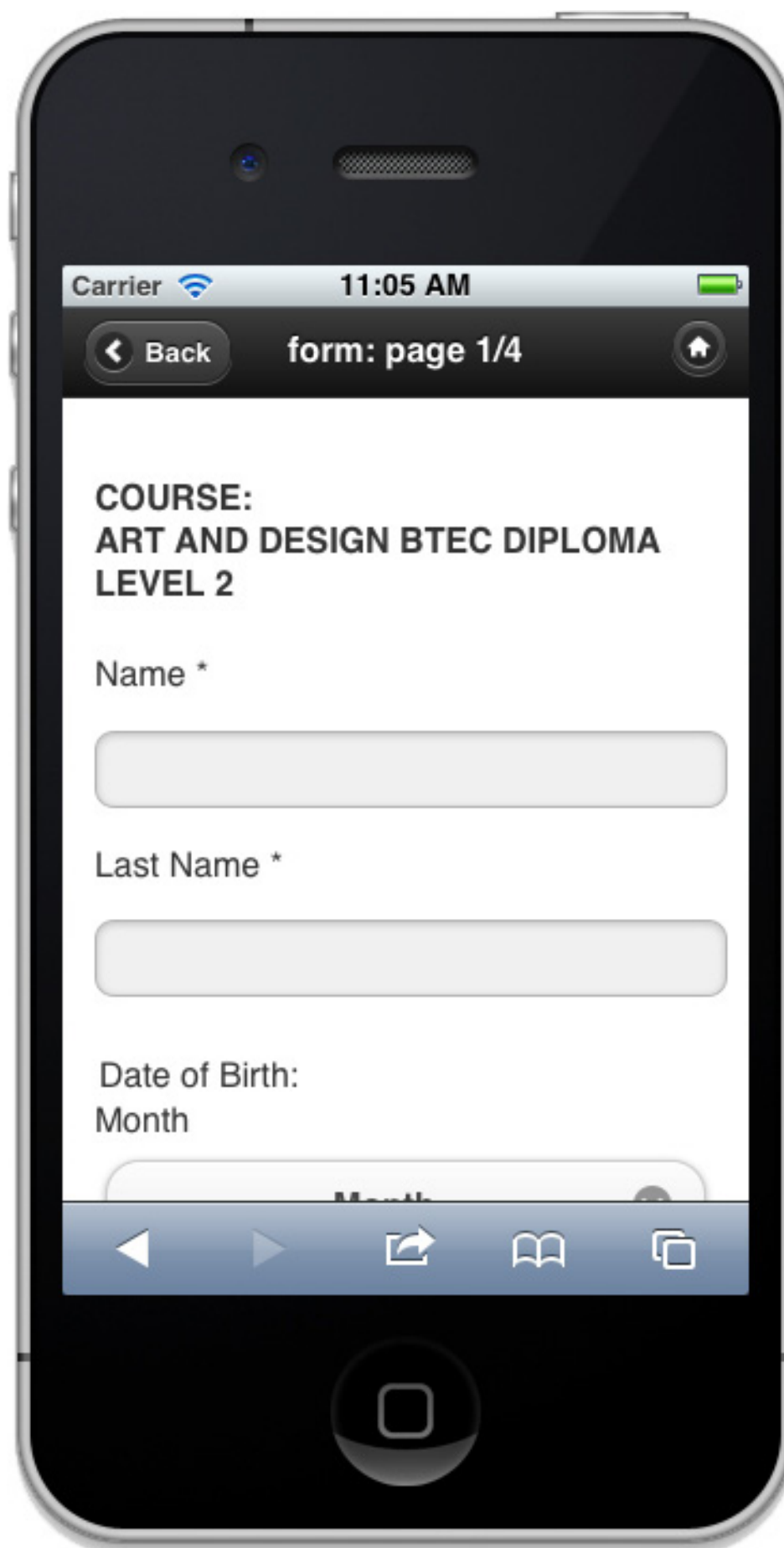
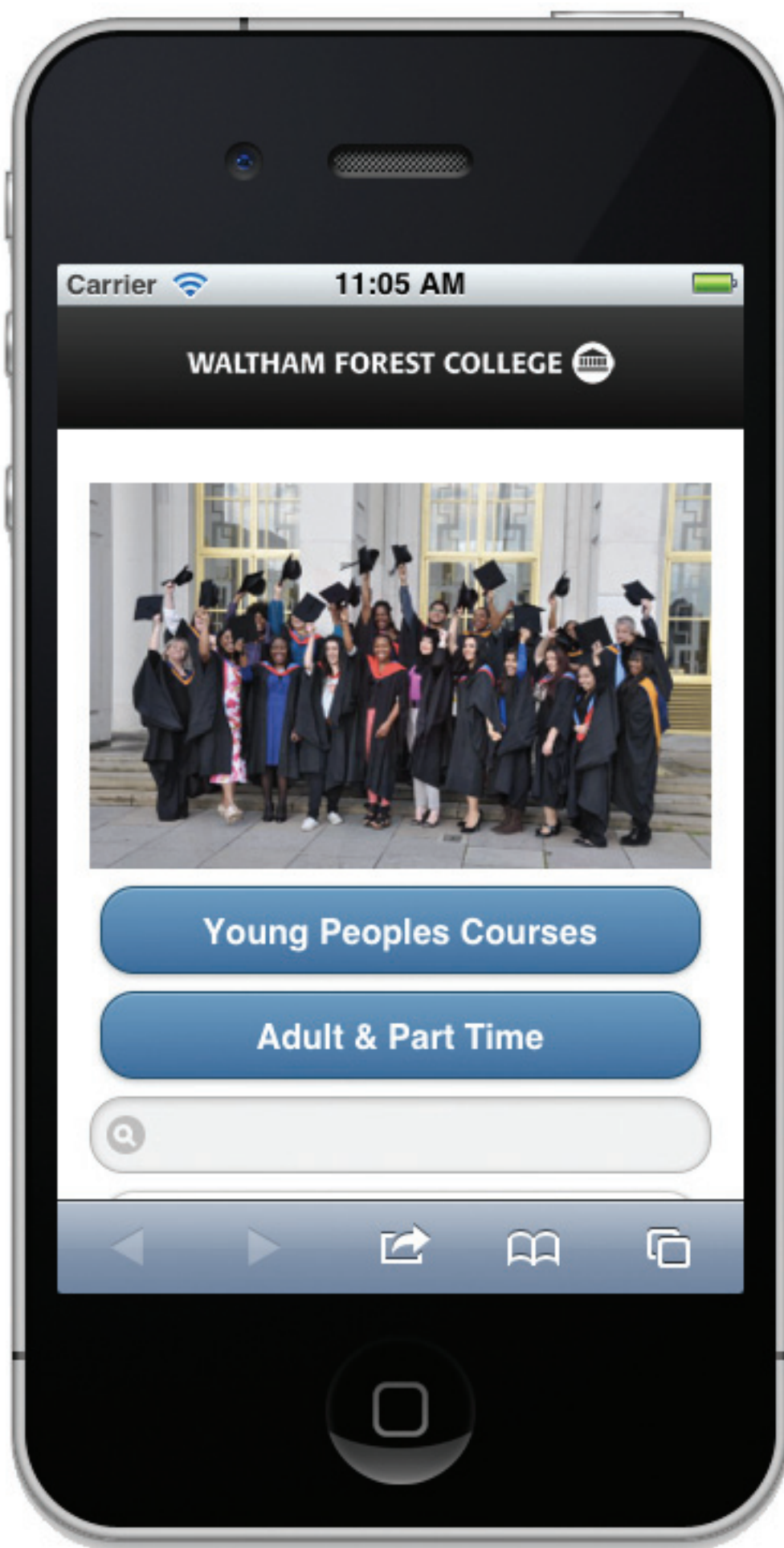
The easy-to-use website was designed amid growing internet use on smartphones.

The website (left) allowed Mana to register for her hairdressing level 1 course using just her smartphone.

It carries e-forms that fit onto the small screens of the phones, taking potential student's details, including qualifications and references.

"I could not be bothered with going to turn on my computer and wait for it to boot up. The mobile form was well laid out and really easy to use," she said.

It is compatible with browsers found on handheld iPhone, android and Blackberry devices.



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"With the growth in the number of mobile users visiting our website we felt it important to enable them to access course information and apply on-line with ease"

The college say they had 15 applications one day last month and then eight the next day and seems to be averaging out to about 10 a-day.

FE Week publication schedule for 2012/13

A handy cut-out-and-keep guide to FE Week publication dates

	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
Sep						1	2	3	4	5	6	7	8	9	10 37	11	12	13	14	15	16	17 38	18	19	20	21	22	23	24 39	25	26	27	28	29	30	
Oct	1 40	2	3	4	5	6	7	8 41	9	10	11	12	13	14	15 42	16	17	18	19	20	21	22 43	23	24	25	26	27	28	29	30	31					
Nov				1	2	3	4	5 44	6	7	8	9	10	11	12 45	13	14	15	16	17	18	19 46	20	21	22	23	24	25	26 47	27	28	29	30			
Dec						1	2	3 48	4	5	6	7	8	9	10 49	11	12	13	14	15	16	17 50	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Jan		1	2	3	4	5	6	7 51	8	9	10	11	12	13	14 52	15	16	17	18	19	20	21 53	22	23	24	25	26	27	28 54	29	30	31				
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Jobs section



Go to
feweek.co.uk
for more listings

Ixion is recruiting

Founded in 2001, Ixion Group is a limited by guarantee, not for profit distribution organisation. We specialise in managing and implementing government-funded projects and offering outsourced business services to commercial bodies and organisations.



Senior Tutor / IV based in Kingston ~ £26,000

Assessor based in Kingston ~ £22,000

Employability Tutor based in Kingston ~ £22,000

Closing date for positions will be 14th September 2012

If you have the skills and experience we require and would relish the opportunity to join us, then we would like to hear from you.

Ixion Holdings Limited is an equal opportunities employer and is committed to promoting equality and diversity in all of our services. We expect everyone who works for us to support us in this.

For more information regarding the roles please visit our website at www.ixionholdings.com

To apply for any of the roles you will need to complete an application form, available from the website, which must be sent to: HR.Mailbox@ixionholdings.com or Janet Young, HR department, London House, 111 New London Road, Chelmsford Essex, CM2 0QL

LRC Manager/ E-Librarian

£21,624 - £25,404 pa

Bracknell & Wokingham College is a successful, medium sized college of general further education, specialising in 16+ learning and part-time courses for adults.

We are looking for an enthusiastic and self-motivated individual with a degree or postgraduate qualification in librarianship or information management to manage, develop and promote the Learning Resources Centre services within the College.

If you have experience, enthusiasm and commitment to quality and excellence, then please visit our website www.bracknell.ac.uk and download an information pack and application form.

Closing date: 21 September 2012

Interview date: 27 September 2012

Church Road, Bracknell,
Berkshire. RG12 1DJ

T: 01344 766465

E: hr@bracknell.ac.uk

www.bracknell.ac.uk



Deputy Principal, Teaching & Learning

Up to £105k (including PRP)

This is your opportunity to play a key role in one of the country's largest and most exciting colleges. Leeds City College is a highly successful college with over 17,000 staff, 40,000 students, and an annual turnover of over £90m. It has recently had successful IQER and Ofsted inspections, and is now pressing on with the mission to be an exceptional college.

Joining the College's Executive Leadership Team, your key responsibility will be to drive strategic and operational curriculum improvements via the development of innovative approaches to teaching and learning.

The College has aspirations to be exceptional, so you should be a passionate and determined individual who feels responsible for the delivery of a high learning experience for every student.

For further details and to apply, please visit www.leedscitycollege.ac.uk/jobs or contact HR on 0113 308 7900

Closing date: 12 noon Wednesday 26th September 2012

Interviews: Wednesday 3rd & Thursday 4th October 2012

Leeds City College is committed to safeguarding children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. All successful applicants are, therefore, required to complete an enhanced criminal records disclosure.

All applicants will be treated fairly irrespective of race, disability, sexual orientation, religion or belief or age. The college actively welcomes applications from all sections of the community.



play your part
leedscitycollege.ac.uk



Does your determination match our ambitions?

Principal & Chief Executive: £120k + benefits

The Context:

Seevic College is a values driven organisation, committed to playing a full part in the regeneration of South Essex. We plan to be an Outstanding College by 2015.

We have an annual turnover of £17m, 480 staff and over 3,000 learners. We operate from three campuses at Benfleet and Basildon and our Strategic Plan is geared to addressing disadvantage, as well as the opportunity to expand higher order skills and Higher Education.

Change is already underway at Seevic College, with rising success rates and a complete renovation of the largest of our three campuses in progress. Our New Campus Basildon Studio School is on schedule to open in September 2013.

You are welcome to have an informal discussion with the current Principal, Sarah Wright. Appointments to speak with Sarah should be made via her PA, Theresa Cope, on 01268 882602.

The Role:

Our Strategic Plan expects continuous improvement against clear targets. Awareness of the new competitive environment for colleges and strong commercial acumen will be important traits of our future Principal. You will work with and develop a very able and committed senior team.

The Person:

You will be able to recognise and seize opportunities, and inspire people to act innovatively. Your communication and people skills will be exceptional. You will be very highly motivated, energetic and have an over-riding desire to work as part of a team. Your belief in supplying an outstanding service to our students, employers and communities will be unshakeable.



CLOSING DATE:
12pm Friday 28th September 2012

INTERVIEWS:
Mon. 15th & Tues. 16th October 2012

We are working in partnership with College Leadership Services on this important appointment.

Please contact Helen Anderson for an application pack: handerson@collegeleadership.co.uk or 0115 911 1117, or visit www.collegeleadership.co.uk/current_appointments.asp for further information about this post.

College Leadership Services
Expertise in FE



Sales & Marketing Director

Training Company, North of England

This is a long established business that has exciting plans to grow and expand beyond its current geographical area.

An exciting opportunity has arisen for a focused and skilled individual to manage the company's existing sales and marketing activities, drive new growth opportunities and be an influential member of the company's Senior Management Team.

You will be someone with vision, self-belief and a firm commitment to achieving results as well as someone who enjoys a challenge and can motivate others around them to ensure a successful team performance.

In return we offer a salary and benefits commensurate with the position and a fantastic opportunity to shape and influence the company's future.

Please forward your CV together with a covering note containing current and expected remuneration to purpleheartsr@gmail.com

Wirral Metropolitan College



INVESTORS IN PEOPLE



Bid and Contract Manager

£34,373 - £39,842pa

Wirral Metropolitan College has a vision to be outstanding and is looking for a Bid and Contract Manager to join its management team. This is a key role which is part of the College Management team and is predominantly about successfully growing the College's business through various funding streams and effectively managing significant contracts for delivery of provision.

Reporting directly to the Head of Employer Services, you will work with external stakeholders and Curriculum teams to maximise income to the College through Government/ European Funding by writing, negotiating and managing bids/ tenders.

The ideal candidate will be degree educated and/or hold a level 5 Professional qualification, will need highly developed analytical skills, have working knowledge of the post-16 funding landscape and be able to meet tight deadlines.

This is a full time position, working 35 hours per week. You will be based primarily at the College's Tower Quays Campus.

CLOSING DATE: Friday 21st September

INTERVIEW DATE: Wednesday 3rd October

To apply visit the college website: www.wmc.ac.uk

The College of Haringey, Enfield and North East London



Lecturer in Science – Physics

Full-time - Permanent - Tottenham Centre

Salary range: £26,337 - £32,535 per annum - Ref: 12/01

42 days annual leave

The salary range for Lecturer Posts is £26,337 to £32,535, with additional curriculum responsibilities for those appointed to salary points above £32,535.

We are looking to recruit a dynamic and enthusiastic tutor who is able to teach Physics (up to level 3) and Mathematics on our Access to HE programmes and also teach on our vocational courses which include BTEC L2 Engineering, Applied science and HNC/D Engineering. Industrial experience in the Engineering field and ability to teach general science and mathematics up to level 2 will be an advantage.

Employer Engagement Consultant for ICT & Computing

Full-time - Permanent - Tottenham Centre

Salary: £24,357 per annum - Ref: 12/03

30 days annual leave

We have exciting plans to grow our computing provision and need the right person to help us do that. You will be responsible for recruiting the right employers to employ our ICT & Computing apprentices, as well as providing guidance and support during the Apprenticeship Programme.

To succeed in this role, you will possess either a marketing, recruitment or relevant sales qualification, knowledge of the computing sector and knowledge of current best practice in recruitment is essential.

Intake Co-ordinator for ICT & Computing Apprenticeships

Full-time - Permanent - Enfield Centre

Salary: £20,964 per annum - Ref: 12/02

30 days annual leave

We have exciting plans to grow our computing provision and need the right person to help us do that. You will be responsible for recruiting the right learners to complete an ICT & Computing apprenticeship, as well as co-ordinating these learners into work experience placements. You will also have the opportunity to attend networking and sector events and assist the Academy Manager in improving the curriculum.

To succeed in this role, you will possess either a marketing, recruitment or relevant sales qualification, knowledge of the computing sector and knowledge of current best practice in recruitment is essential.

Closing date: 21st September 2012

Interviews w/c: 8th October 2012

For further information visit www.conel.ac.uk/staff/vacancies

Email recruitment@staff.conel.ac.uk

Phone 020 8442 3045 (answerphone)

Our students are award-winning, our provision and facilities are highly rated, our finances are strong and we have the passion to transform lives. We offer the best possible experience to our learners, employers and staff alike. Join us!

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Rolling News Banner on homepage [2 weeks]

Job Button appearing on homepage and job board [2 weeks]

Premium

Premium job listing for duration of advert

Job tweet to all @feweek followers

Slot on weekly Jobs Email

Job Button appearing on homepage and job board [2 weeks]

Featured

Premium job listing for duration of advert

Job tweet to all @feweek followers

Slot on weekly Jobs Email

Basic listing

Advert text with logo

Don't forget that ALL print adverts come with a free featured job package online!





CACHE is a leading awarding organisation for people working in care services and is based in St Albans. We've been making a difference since 1945 with our qualifications, first as NNEB and now as CACHE.

Qualifications Development Specialist (One year interim contract)

Salary £30,851

+ £555 Outer Fringe Allowance (based in St Albans)

As a skilled Qualifications Development Specialist you will play a key role in the delivery of CACHE's qualifications and support materials. You will be responsible for managing the development process and maintaining accurate records of the status and progress of all qualifications and support materials from development through to final launch.

We are seeking a professionally qualified, Qualifications Development Specialist with proven experience of qualifications development. You will have experience of using IT based project tools to support the successful delivery of projects and services through cross functional working. Your extensive Project Management experience will enable you to lead on key projects and deliver them within challenging timescales, whilst maintaining flexibility and creativity throughout the process.

You are passionate about the value of learning to yourself and others and may or may not already work within the training and education sector.

Closing Date: 21st September

Registered Charity: 1036232
Apply at: www.cache.org.uk/jobswithcache

**For more
job listings
go to:**

**feweek.co.uk
and click on
'recruitment'**



North Hertfordshire College

North Hertfordshire College is committed to becoming a recognised Entrepreneurial College over the next five years. This will only be achieved with the direct input from an outstanding, forward thinking, staff team. We are looking to recruit additional expertise and capacity within our academies to support the changing models of curriculum delivery that has been successful in changing the future of FE.

LECTURING ROLES

We are working towards excellence and are committed to developing learners to achieve their full potential. We have the following exciting roles that would suit you if you are an individual who thrives on change and welcomes a challenge. To be successful for one of our Lecturer posts you will hold a degree or equivalent or the highest level of qualification in your subject area, and ideally hold or be working towards a teaching qualification:

IT Lecturer (ref SEP02)

Media Production Lecturer (ref SEP03)

Full time - £20,264 - £34,751 p.a.

Performing Arts Lecturer (ref SEP04)

Childhood Studies and Health & Social Care Lecturer (ref SEP05)

Part-time - 18.5 hours per week

£10,132 - £17,375 p.a.

Trainer Assessor for Laboratory Technicians (ref SEP06)

Full time - £22,733 - £25,232 p.a.

Lab Technician (ref SEP14)

Full time - £18,864 p.a.

Learning Coaches A-Levels and IT (ref SEP15)

Business (ref SEP16)

Full time - £22,733 - £25,232 p.a.

HEAD OF CURRICULUM ROLES

As Head of Curriculum within an Academy you will be an integral part of the Academy leadership team. You will be responsible for the overall performance of the curriculum area in all of its aspects. In particular you must ensure that the curriculum area provides excellent teaching and learning which stretches challenges and enables students to achieve their personal, educational and employment goals. The Head of Curriculum is expected to be proactive in promoting the College values with all stakeholders.

Head of Curriculum (Engineering, Electrical & Carbon Zero) (ref SEP07)

Head of Curriculum (Hair, Beauty & Catering) (ref SEP08)

Full time - £36,854 - £43,340 p.a.

DEPUTY HEAD OF CURRICULUM SUPPORTED STUDIES (LDD) (ref SEP09)

Full time - £33,674 - £38,980 p.a.

To be a successful candidate you will be very experienced in teaching students with learning difficulties and disabilities. You will have a strong focus on quality who can promote excellence in teaching and learning through the dissemination of good practice and supporting improvement in the quality of teaching and learning in the College.

The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and our staff share in this environment



Head of Performance and Standards (ref SEP01)

Full time - £33,674 - £36,854

Self-assessment and supporting quality processes were judged outstanding by Ofsted during the last inspection. Building on this success the college is looking to appoint an individual who will contribute to the on-going review, development and implementation of quality systems. This role will have a clear focus on promoting best practice linked to all aspects of assessment and verification and managing the implementation of in-year performance monitoring systems that support the college in delivering outstanding outcomes for its students.

Progress & Achievement Co-Ordinator (Apprenticeships) - (ref SEP13)

£17,199 pro rata - Part time- 18.5 hour per week

Working within the Exams Team at the Hitchin Centre, this role will be dedicated to supporting the College's expanding apprenticeship team to deliver timely completion on all apprenticeship frameworks. The role will also have an end to end responsibility for apprentices awarding body registration, monitoring their progress and claiming certification and framework completion. The successful candidate will have excellent IT Skills, a minimum of two years' experience in an admin role. An understanding of apprenticeship frameworks would be an advantage.

Apprenticeship Manager - (ref SEP12)

£30,000 plus PRP - Full Time

Goldsmith Apprenticeship Academy is looking for a Manager with extensive experience of Apprenticeships or work based learning provision in a skills environment. The successful candidate will have experience of managing a team, delivering against financial and success rate targets and ideally have experience in commercial environment.

The successful candidates will be appointed on a Spot salary within the ranges as detailed depending upon qualifications and experience.

Closing date for applications (for all posts):

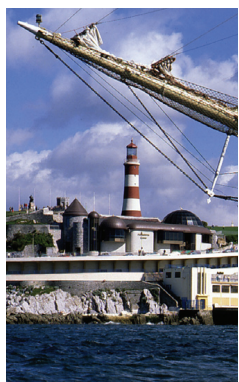
14 September 2012

Interview dates: w/c 24 September 2012

Please visit our website www.nhc.ac.uk to download the job descriptions and to apply on-line



A breath of fresh air...



Vice Principal – Delivery

Salary £80,000 (a higher salary will be available for an exceptional candidate)

City College Plymouth is going places and we are looking for an ambitious, talented and dynamic professional who can continue our journey to outstanding in all areas.

Our students' achievements are now amongst some of the highest in the country. As a college, we have a strong sense of community built around our core values of opportunity, enterprise and employability. We put our students and our community at the heart of all we do, and we have high expectations of ourselves and our students.

The Vice Principal – Delivery role is a key strategic post, responsible for College wide curriculum development and delivery, and to continue improving the quality of our teaching and learning.

Successful candidates will bring strong leadership skills and significant experience of the further education sector, combined with a passion for education and student success. This is a defining period for City College Plymouth and if you feel you have the expertise to make a significant contribution to our success we'd like to hear from you.

The College is based in the historic and thriving coastal City of Plymouth, surrounded by beautiful beaches and stunning moorland – a career with us could be just the breath of fresh air you need!

The appointment is being managed by Odgers Berndtson. Further details can be found at www.odgersberndtson.co.uk/39736
For an informal discussion please contact Peter Lawrence on 0207 529 3055.

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quite like it
Positively Plymouth



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An exciting opportunity to join the team at FE Week

The only newspaper and interactive website dedicated to the further education sector

£20,000 (£25k OTE)

Based in London

To apply, contact
Chardelle Mason on
020 8123 4891

or email
chardelle.mason@feweek.co.uk

Deadline: 24th September

Group Director Quality & Standards

Competitive salary package – based Newcastle-upon-Tyne

NCG is one of the largest, most exciting and high performing education, training and employability organisations in the UK. We serve over 70,000 learners and customers across four divisions and have over 100 locations across the UK. Our mission is to develop people through learning and achievement to benefit themselves, society and the wider economy. Operating in a highly competitive environment, the next few years will be an exciting and a challenging time in our development.

We are looking to appoint an exceptional individual to be the quality and inspection lead for NCG and support our overall strategic direction, leading related developments across NCG.

The Role:

- A key position responsible for development of the quality and compliance frameworks for NCG in line with both external requirements and strategic direction.
- Leading on the implementation of robust systems across NCG to drive improvement, target-setting and consistently high quality teaching and learning.
- Key to this post is effective leadership of divisional quality and performance teams to drive the high levels of performance that deliver outstanding success for learners and customers.

The Candidate:

- Significant experience of leading a successful quality or performance function, ideally in an education or training context, with a deep knowledge of quality improvement and assurance processes and teaching and learning effectiveness.
- Excellent communication skills, gained at a senior level, combined with the ability to interpret complex data to enable strategic problem solving and ensure continuous improvement.
- Experience of operating within regulatory and inspection frameworks.

For further information, including details of how to apply, please visit www.odgersberndtson.co.uk/40455. Closing date 28th September 2012.

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Your future employer? We have a new Principal/CEO, are building three new campuses and are expanding overseas. We are going places.

We are one of the biggest colleges in the UK, but small enough to care. We want to ensure the next generation of students, and local/national employers, get the very best education available.

Have we captured your interest?

To find out more visit our website **www.SouthEssex.ac.uk** alternatively you may contact Frances Ward, Recruitment Officer on **01702 220439**.

Our selection process will allow you to demonstrate your suitability and impress key members of the Senior Leadership and Management Team. We are committed to safeguarding the welfare of our learners. All successful applicants will therefore be required to complete an enhanced Criminal Records Disclosure.

Closing date for applications is 26th September 2012.

We look forward to welcoming you!

All post salaries are
Circa £50,000 with competitive leave and benefits.

Head of Finance

It's not about the money, money, money ... well actually it is. With this new role we are looking for a qualified accountant with experience of financial and staff management working with budgets in excess of £50 million. Strong analytical and communication skills are essential as is the preparation of financial statements, budgets, bids and estimates whilst ensuring compliance with statutory, regulatory and funding bodies.

Head of College Information Systems

Students are at the heart of our College, as is the data we hold on them. The data helps us manage the curriculum provision, progression, retention and success rates, monitor trends, plan for the future and ensure full compliance when reporting to regulatory bodies. We are looking for a proactive manager with a high standard of IT and analytical skills. Ideally you will have knowledge of FE Funding regulations with a proven track record developing and implementing solutions to lead our ambitious team.

Head of Student Services

Can you inspire and motivate a team to understand the needs of our customers and deliver a proactive customer focused service as a vital business partner? Do you have essential knowledge of safeguarding, funding allocation and Student Service functions overall along with an academic background? Will you have the drive and enthusiasm to impact positively on student attendance, retention and success across a large and innovative College? Then this could be the role for you.

Head of Marketing and Communications

Awaiting you is an experienced professional team who are ambitious in their marketing and communications strategy and utilise all possible media to promote the College locally, nationally and across the education sector. You will have responsibility for the design and implementation of plans for student recruitment, along with the management of communications on our capital project developments. The successful candidate will be forward thinking and innovative and have experience of PR and digital marketing as well as traditional marketing channels.



Learning Curve Skill Centres

Head of Skill Centres £35 - £45k plus PRP

Learning Curve Skill Centres are looking to recruit an experienced manager to head up and grow its new Skill Centres. Learning Curve Skill Centres were established to focus on NEET learners and engage them into vocational training and support them back into the workplace.

We have centres based in Middlesbrough, Bishop Auckland, Sunderland, Wakefield and Leeds providing a wide range of vocational programmes from construction to pre-uniformed services.

This is a very rewarding role for an ambitious manager with sound business acumen.

www.learning-curve.co.uk

The successful candidate must have a strong background in education and also have excellent budgeting and financial management skills. You will need to be self-motivated, organised and have excellent interpersonal skills. Successful candidates will have a proven track record of commercial business experience.

You will be results-oriented, naturally persuasive and have the ability to build on a range of successful, existing partnerships as well as developing new ones.

To apply for this post please send your C.V. With covering letter to hr@learning-curve.co.uk by 21st September 2012



Don't forget to check out our jobs board online at:

www.feweek.co.uk

LONGMAN

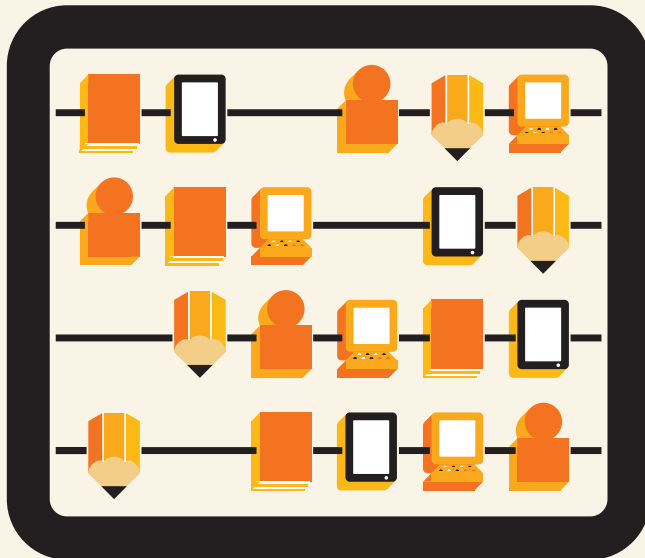
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Supporting standards

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ALWAYS LEARNING

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FE Week Sudoku challenge

		5		4		6		
6		1	9		2	5		4
2	3						8	1
			1		4			
	5							9
			3		8			
3	9						2	5
7		2	5		3	4		
		8		6		7		

Difficulty:
EASY

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions: Next week

	8			1			6	
		5	7	8	4	1		
		2				4		
5								4
	9		2		3		5	
8								6
		9				8		
		1	8	9	6	5		
3			4				7	

Difficulty:
MEDIUM

Last Week's solutions

8	1	7	5	4	6	9	3	2
4	5	3	9	8	2	1	7	6
9	2	6	3	7	1	8	4	5
7	4	2	8	9	3	5	6	1
5	9	8	6	1	4	7	2	3
3	6	1	7	2	5	4	8	9
2	3	9	4	5	8	6	1	7
1	8	5	2	6	7	3	9	4
6	7	4	1	3	9	2	5	8

Difficulty:
EASY

2	6	4	3	8	7	1	9	5
3	8	9	5	6	1	7	4	2
1	7	5	4	9	2	6	3	8
6	4	2	8	5	9	3	7	1
7	1	3	2	4	6	5	8	9
9	5	8	1	7	3	4	2	6
4	9	6	7	1	8	2	5	3
5	3	1	9	2	4	8	6	7
8	2	7	6	3	5	9	1	4

Difficulty:
MEDIUM

FE Week mini-mascot

Follow the adventures of *FE Week's* biggest and smallest fan!



"Mostly this week I have been having fun riding around on my birthday present"

You can also follow our *FE Week* mini-mascot on Twitter @daniellinford